

ACCESS for ELLs[®]

Form 200

2008–2009

District and School Test Administration Manual



About this Document

This ACCESS for ELLs® *Test Administration Manual* applies to all ACCESS for ELLs® test forms for grades 1–12. An accompanying document, the *Test Administration Manual for Kindergarten*, outlines the procedures for administering the Kindergarten ACCESS for ELLs®, which is an individually administered, adaptive test. Please read the appropriate manual for the grade level you will be testing in its entirety before planning test administration or administering any section of the test.

You may write in this document. Although it is non-secure material, the *Test Administration Manual* should be turned in to the testing coordinator along with all other test materials upon completion of testing.

The ACCESS for ELLs® *District and School Test Administration Manual* was prepared jointly by MetriTech, Inc., and the Center for Applied Linguistics.

The ACCESS for ELLs® test is a product of a collaborative effort by the multistate WIDA Consortium.

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Section 1: Test Overview

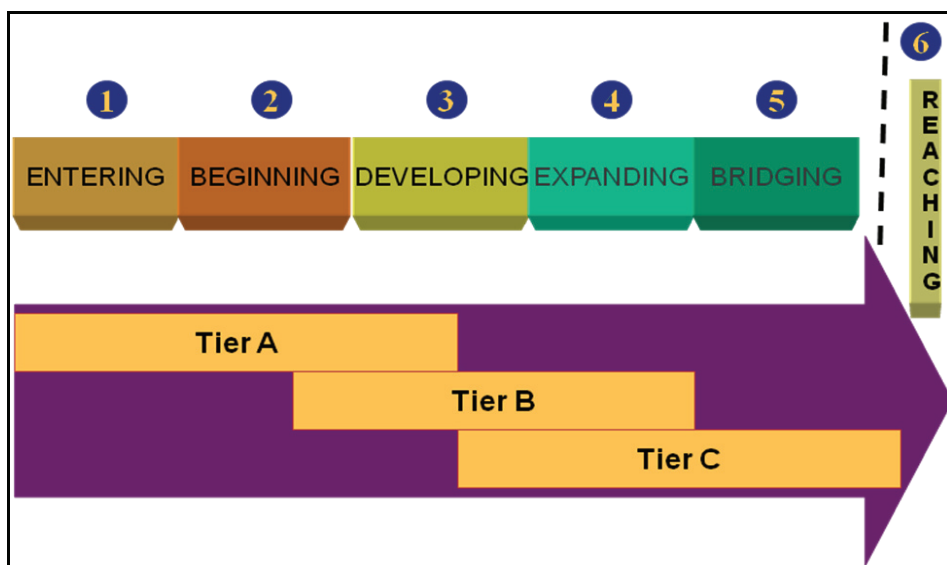
ACCESS for ELLs® stands for *Assessing Comprehension and Communication in English State-to-State for English Language Learners*. It is a large-scale test of English language proficiency based on the English language development standards that form the core of the WIDA Consortium’s approach to instructing and assessing English language learners in grades K-12.

The ACCESS for ELLs® test assesses students’ English language proficiency in five areas: Social and Instructional Language (SIL), which incorporates proficiencies needed to deal with the general language of the classroom and the school; the language of English Language Arts (LoLA), the language of Mathematics (LoMA), the language of Science (LoSC), and the language of Social Studies (LoSS). It is a secure assessment given annually during a specific testing window determined by each state. As such, ACCESS for ELLs® is used to satisfy state and federal requirement for the annual assessment of the English language proficiency of English language learners.

Test forms are designed for English language learners in grades K-12. The test forms are divided into five grade-level clusters: Kindergarten, 1–2, 3–5, 6–8, and 9–12. The information in this manual pertains to the assessments for grades 1-12. Kindergarten test administration procedures are detailed in the *ACCESS for ELLs® Test Administration Manual for Kindergarten*.

For each grade level, there is a test in each of the four language domains: Listening, Speaking, Reading, and Writing. The Listening and Reading sections consist of multiple-choice questions. The Writing and Speaking sections are made up of performance tasks that are scored according to specific rubrics. Listening, Reading, and Writing sections can be group-administered and are centrally scored. The Speaking test is an individually-administered, adaptive test that is scored by the test administrator.

The WIDA framework recognizes the continuum of language development within each domain with five proficiency levels. The five proficiency levels overlap on three tiers of test forms—designated A, B, and C—for each grade level, as depicted below.



At the heart of the WIDA Consortium's framework for the instruction and assessment of English language learners lie the *English Language Proficiency Standards for PreKindergarten through Grade 12*. Within these standards lie six **language proficiency** levels. According to the WIDA *English Language Proficiency Standards and Resource Guide* (2007 Edition), these levels "outline the progression of language development in the acquisition of English as an additional language" (p. RG-12). The levels, in order from lowest to highest, are labeled as follows:

Level 1: Entering

Level 2: Beginning

Level 3: Developing

Level 4: Expanding

Level 5: Bridging

Level 6: Reaching

The language proficiency levels delineate expected performance and describe what English language learners can reasonably be expected to do within each domain of the standards. Level 6 is reserved for those students for whom assessments have shown that the English language is no longer a barrier to accessing academic content appropriate to their grade level; in other words, language support is no longer necessary for students who reach Level 6.

Performance Definitions describe the six levels within the WIDA ELP Standards. These definitions provide a global overview of the language acquisition process. They serve as a summary and synthesis of the Model Performance Indicators (MPIs) for each language proficiency level. Three criteria or descriptors have been used to form the definitions. They are based on ELL students' increasing comprehension and productions in the areas of:

- (1) Linguistic complexity—the amount and quality of speech or writing for a given situation;***
- (2) Vocabulary usage—the specificity of words or phrases for a given context; and***
- (3) Language control—the comprehensibility of the communication based on the amount and type of errors, including.***

The Performance Definitions, which include these three criteria for each level, are described in Figure 1.

Figure 1: Performance Definitions of the WIDA ELP Standards

At any given level of English Language Proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content area at grade level a variety of sentence lengths of varying Linguistic Complexity in extended oral or written discourse as required at the specified grade level oral and written communication of English comparable to that of English proficient peers
5- Bridging	<ul style="list-style-type: none"> the technical language of the content areas a variety of sentence lengths of varying Linguistic Complexity in extended oral or written discourse, including stories, essays, or reports oral or written language approaching comparability to that of English proficient peers when presented with grade-level material
4- Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas; a variety of sentence lengths of varying Linguistic Complexity in oral discourse or multiple, related paragraphs oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
3- Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
2- Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
1- Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

Section 2: Test Material Handling

District Testing Coordinator Instructions

You have just received the materials that the schools in your district need for administering the 2008 – 2009 ACCESS for ELLs®. This is a state-mandated test and must be administered during the testing window your state has determined. School assessment coordinators must return testing materials to you immediately after administering the test. The deadlines for returning materials to MetriTech for processing are detailed in the state schedule provided in your district bag. Your responsibilities as your district's assessment coordinator are described in detail in this document. Read this entire document so that you are aware of all procedures and deadlines. Please follow all directions carefully.

Note: Contents are secure and must be treated as secure testing materials! Place all secure materials in locked storage. Do not leave materials unattended before or after testing.

- **Any breaches of test security or problems with test administration may result in the invalidation of student scores.** Therefore, districts should assign appropriate staff to coordinate test administration at the school and classroom level. It is the responsibility of the district to ensure that all personnel assigned to testing are adequately trained in the areas of test administration and security. It is imperative that staff be knowledgeable regarding proper test administration and security procedures.
- The **district assessment coordinators** are the main contacts with MetriTech, Inc. These persons are responsible for:
 - coordinating the administration of ACCESS for ELLs® among all the schools within a district;
 - coordinating the distribution of test materials to the schools;
 - ordering additional materials as needed (be sure to consolidate additional materials orders – so you are ordering materials as few times as possible); and
 - returning all test materials to MetriTech, Inc.
- **The district assessment coordinator must account for all materials that are distributed and returned.** All Test Booklets, Test Administrator Scripts, and Speaking Test flipbooks are serial bar coded. Districts are required to account for all serial numbered booklets on the *District Packing List* when returning materials.

Upon Receipt of Materials

- When materials arrive, it is imperative that the district assessment coordinator inventories each shipment. Compare the *District Packing List* (this list is located on top of Box 1 outside the zip-lock bags and lists all **Serial Bar Coded** booklet quantities shipped to the district) with the testing materials in all boxes, including school boxes, to ensure that there are no discrepancies and sufficient materials have been ordered.
- Any discrepancies between the *District Packing List* and materials that are received must be documented on the *2008 – 2009 Documentation of Materials Not Returned Form*.
- The district assessment coordinator can make requests for additional materials *until two weeks before the test window closes*. Please use all materials from the district overage before requesting additional materials from MetriTech, Inc.

The District box (labeled box #1) will include:

- District Packing List detailing the quantities of materials shipped to the district by Serial Bar Code
- Security Check List detailing each Serial Bar Coded booklet individually; this should be copied and distributed to school administrators and from school administrators to test administrators. This will aid administrators in tracking Serial Bar Coded books through the process.

Inside Zip-Lock Bag

- District 2008 – 2009 Packing List plus a copy of each school's 2008 – 2009 Packing List (**Illinois** will receive a set of packing lists for the Kindergarten and Speaking test booklets and a separate set of Packing Lists for the Listening, Reading, and Writing test booklet shipments);
- Your state's testing schedule;
- District/School Test Administration Manual (green cover);
- Pre-ID Labels for each school (if your state or district provided MetriTech with a PreID file);
- 2008 – 2009 Documentation of Materials Not Returned Form;
- Return Instructions Packet including:
 - Return Shipping Instructions with the District Shipping Form on the back printed on bright blue paper;
 - Return Materials Packing Instructions printed on bright orange paper; for **Illinois**, Kindergarten and Speaking instructions are on bright yellow and LRW are bright pink;
 - UPS A.R.S Return Instructions (bright green sheet of paper) w/A.R.S. label(s) for return of documents (1 per box shipped); and
 - Additional *Do Not Remove or Cover* labels for boxes.

Materials boxes will include (Districts will receive overage in boxes identified for the district):

- School 2008 – 2009 Packing Lists;
- School Header Sheets;
- District/School Test Administration Manuals;
- Test Administration Scripts (1 for every 8 students at each grade/tier being tested);
- Speaking Flip Charts for each grade/tier (1 for every 8 students at each grade/tier);
- Listening, Reading, Writing and Speaking Form 200 Student test booklets for each grade/tier (including Kindergarten) being tested (for **Illinois Only**, a separate Speaking Score Sheet has been provided – due to the longer Speaking test window, administrators can use the separate answer document to record the speaking scores or record them in the back of the Student test booklet); and
- Kindergarten Ancillary Kit shrink-wrapped (*Student Storybook, Activity Board, Card Carrier & Picture Cue Cards – 1 for every 15 kindergarten students*). *Kindergarten Test Administrator's Script and Test Administrator's Directions (1 for every 15 kindergarten students)*.

Distribution of Materials

Note: To Ensure Security, manuals, test materials, and all other forms (except the School Header Sheets) may NOT be duplicated.

- In preparation for distribution of materials, the district assessment coordinator should prepare a list of the following for each school:
 - Grades to be tested in each school;
 - Amount of testing materials required by each school (including the *Security Check Lists*); and
 - Testing schedule for each school.
- The district assessment coordinator should conduct a test briefing with school assessment coordinators and test administrators to go over all aspects of the ACCESS for ELLs®; i.e., materials, policies, and procedures. At this time, remind school assessment coordinators and test administrators of the importance of verifying the accuracy of:
 - Student pre-ID labels before placing them on the test booklets;
 - Information on the *School Header Sheet*; and
 - Signing out and signing in each secure booklet on the *Security Check List*.
- Deliver the test materials to the school assessment coordinator(s).
- Save packing cartons for return shipments.
- All materials are shipped from MetriTech, Inc., to the district assessment coordinator. The district assessment coordinator should keep the district overage materials until the schools start to request additional materials.

Note It is the testing district's responsibility to supply the correct District Code number/School Code number to the persons who will be responsible for verifying this information on the pre-ID label or recording this information in the demographic section of each test booklet. MetriTech, Inc., is not responsible for reports sent to the incorrect district or school due to inaccurate information supplied on the Header Sheets or test booklets. The district assessment coordinator must account for all materials that are distributed and returned.

Additional Materials

- Each district will receive a 10% overage of materials. If additional materials are needed, you may email requests for materials to MetriTech at wida@metritech.com. Please include the district name, address, and contact person in the email. Also, specify the grade and tier level for each booklet requested, and the number needed. **Additional Materials Orders** must be consolidated for the district – given the length of the testing window, wait until you are certain you have all orders from each school in your district before placing your order with MetriTech.
- If additional materials cannot be ordered by email, FAX the *Additional Materials Order* form to MetriTech, Inc., at (217) 398-5798. **Again, please wait and order all additional materials required for your district at the same time.**

Prior to the Testing Period

- Maintain test security prior to and during testing. Remind all personnel involved with testing to do the same. *All of the test materials are to be kept secure and confidential.* The personnel involved with testing are responsible for ensuring that **no materials are duplicated** and that **no specific test information is shared** with students prior to or after testing.

During the Testing Period

- District assessment coordinators should be available to answer questions from school assessment coordinators at your school(s).

After Testing Is Completed

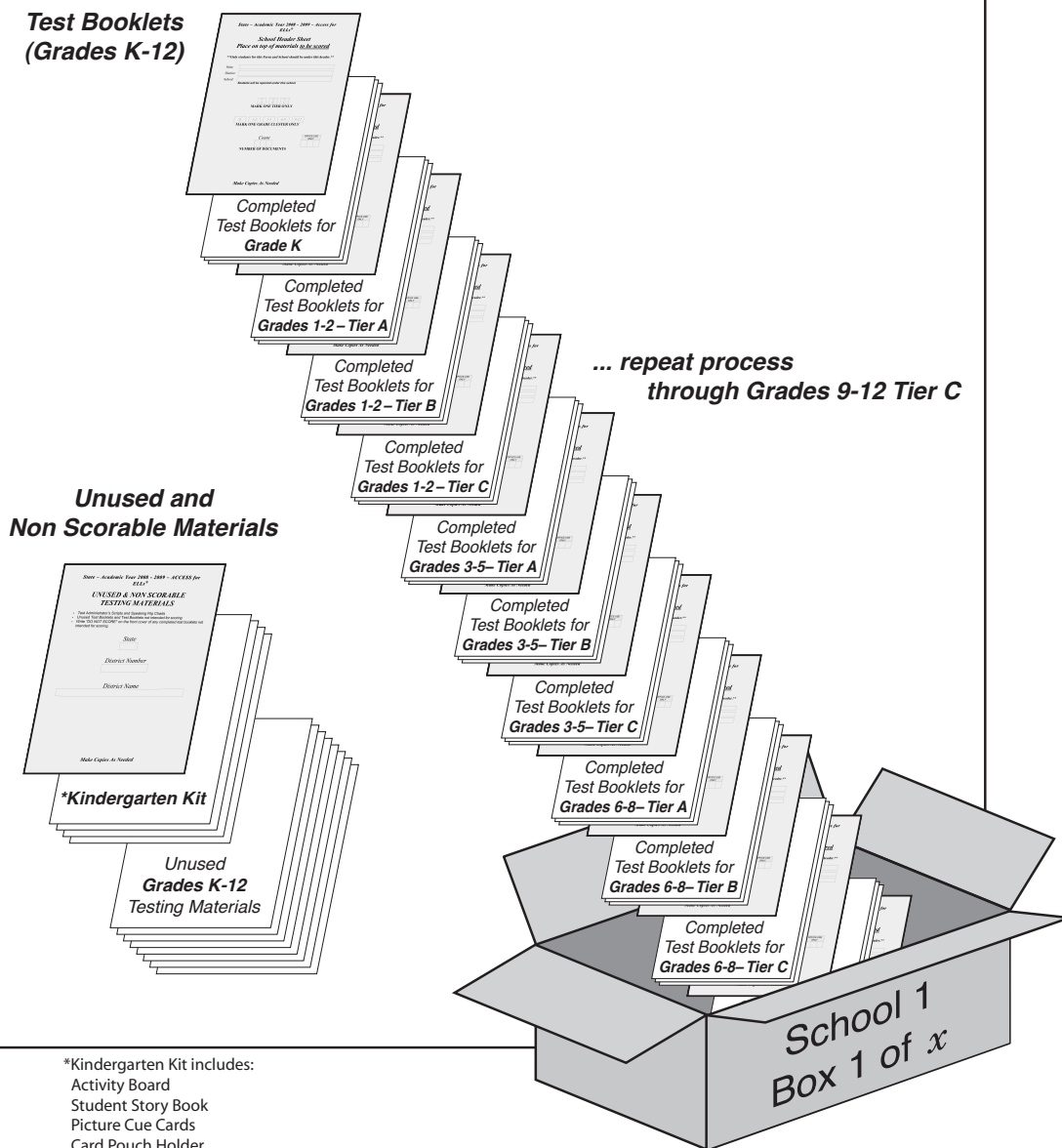
- The district assessment coordinator will set up a schedule and collect all test materials from the school assessment coordinators. Follow the directions below, and on page 12 as well as the diagram on page 13 to return all materials to MetriTech, Inc.
- Using the *District Packing List* and *Security Check List*, verify that all materials have been received from the school assessment coordinators. Include the materials from the district overage.
- Record all missing documents (including the serial barcode number) and note the reasons for their absence in the space provided on the *2008 – 2009 Documentation of Materials Not Returned Form*.
- Verify that the following are accurate on each ***School Header Sheet***:
 - District and School Name and unique state/district identifying number (if known);
 - **ONLY** one Tier and Grade-Level Cluster are recorded on each *School Header Sheet* and that this correctly identifies the booklets stacked beneath the sheet; and
 - Number of materials under this header is correct.
- Verify that the following are accurate on the ***Unused & Non Scorable Testing Materials*** sheet:
 - All supplied Test Administrator's Scripts and Speaking Flip Charts are accounted for;
 - All Unused Test Booklets are accounted for; and
 - Each completed test booklet that **should not** be scored has "Do Not Score" written across the front cover.
- Ship ALL materials to MetriTech, Inc., as soon as possible after testing is complete. **ALL materials MUST** be shipped to MetriTech, Inc., by the deadline indicated on the State Schedule.
- In your district materials from MetriTech, Inc., a return instruction packet was included. This return packet contained the following:
 - Return Shipping Instructions with the *District Shipping Form* on the back printed on bright blue paper;
 - Return Materials Packing Instructions printed on bright orange paper – **except Illinois** – Kindergarten and Speaking instructions are on bright yellow and LRW are bright pink;
 - UPS A.R.S Return Instructions (bright green sheet of paper) w/A.R.S. label(s) for return of documents (1 per box shipped); and
 - Additional *Do Not Remove or Cover* labels for boxes.

The following materials must be returned to MetriTech, Inc., in ONE complete shipment (**FOR ILLINOIS DISTRICTS ONLY** – Listening, Reading, Writing and Speaking (LRW) booklets must be returned as one shipment at the end of the LRW test window, while used Speaking Score Sheets and Kindergarten test materials are packaged as a second shipment at the close of the Speaking and Kindergarten test window):

- Completed test booklets;
- All “Do Not Score” and unused testing material;
- Test Administration Scripts, Picture Cue Booklets, and Speaking Flip Charts;
- Kindergarten Activity Boards, Storybooks, Picture Cue Cards, and Card Booklet Pouch; and
- District and School Test Administration Manuals.
- **Sort and stack all the test booklets for each school separately by tier and grade-level cluster.**
- Place the completed *School Header Sheet* on top of the stack.
- Place all school bundles in the box(es) in which the testing materials arrived. If the box is not full, place enough packing material on top to ensure the box is not crushed in transit.
- Place all *2008 – 2009 Packing List(s)* for all school(s) in the top of Box 1 of the entire shipment. The packing list(s) should be the first item seen when Box 1 is opened.
- Place completed *Security Check Lists* under the packing lists in Box 1.
- Seal the box(es) and number them consecutively (i.e., Box 1 of ____, Box 2 of ____, etc.) on the *Do Not Remove or Cover* labels.
- The district assessment coordinator should have one UPS A.R.S. label for the exterior of each box being returned (please call MetriTech at 1-800-747-4868 if you find you don’t have enough return labels).
- For each UPS A.R.S. label, complete the top section with the following information:
 - NAME: Fill in the district name and contact name.
 - ADDRESS: Fill in the district’s street address.
 - CITY, STATE, ZIP CODE: Fill in the district’s city, state, and zip code.
- Remove the backing from the label and place the label over the original UPS shipping label. The original label must be covered or crossed out so that a UPS scanner cannot read the bar code information on it.
- Put the box(es) where UPS normally picks up/delivers. The UPS driver will pick up the box(es) and return them to MetriTech at no cost to the district.
- If the district does not have regular UPS service, call **1-800-742-5877** to arrange an A.R.S. pick-up. Provide the tracking number from the label and the total number of boxes for pick-up. Have UPS enter the tracking number and proceed through the UPS pick-up process until the end to see that the district will not be charged.
- Box(es) should be picked up within 48 hours. Please double-check to make sure UPS has picked up the shipment.

NOTE: One Header Sheet per grade cluster and tier.

**Test Booklets
(Grades K-12)**



1008WIPA01

*Kindergarten Kit includes:
Activity Board
Student Story Book
Picture Cue Cards
Card Pouch Holder

Questions: Contact MetriTech Customer Service at 1-800-747-4868 or wida@metritech.com

School Assessment Coordinator Instructions

You have just received the materials your school will need to administer the 2008 – 2009 ACCESS for ELLs®. This state-mandated test must be administered during your state's testing window. Testing materials must be returned to your district by the deadline indicated by your district assessment coordinator. Your responsibilities as your school's assessment coordinator are described in detail in this section.

Upon Receipt of Materials

- Read this entire document so that you are aware of all procedures and deadlines. Please follow all directions carefully.
- The school assessment coordinators are responsible for coordinating the administration of the ACCESS for ELLs® in their respective schools. They coordinate the distribution and return of all test materials. They are also responsible for requesting any additional materials needed for testing from the district assessment coordinator.
- Inventory all materials immediately upon arrival from the district assessment coordinator and verify (within 24 hours of receipt) that there are enough testing materials. **If there is any discrepancy or if additional materials are needed, the district assessment coordinator must be notified at once.** District assessment coordinators will provide the additional materials from overage or place the order with MetriTech.
- Immediately upon receipt, ALL materials must be placed in locked storage until ready to inventory or distribute to the test administrators. **Do not leave materials unattended before or after testing.**

Prior to the Testing Period

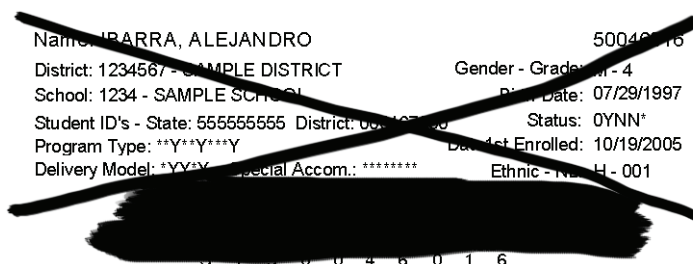
- Maintain test security prior to and during testing. (**Illinois only:** your state has elected to seal the test booklets – they must remain sealed until test administration.) Remind the test administrators in your school to do the same. *All of the test materials are to be kept secure and confidential.* The personnel involved with testing are responsible for ensuring that **no materials are duplicated** and that **no specific test information is shared** with students prior to or after testing.
- Sign out the Serial Bar Coded test booklets (using the **Security Check List** provided by your District Coordinator) for each grade and tier, as appropriate for your school. You will need to make a decision as to who will fill out the demographic student information on each test booklet that does not have a pre-ID label. If you have decided that test administrators will fill this out, be sure they have the following information: District Code number and School Code number.
- Emphasize the following items to test administrators:
 - All test materials are secure, must be accounted for, and may not be duplicated.
 - Students **must use a number 2 pencil**. Imaging equipment used to scan answer documents will not read anything but number 2 pencil marks. **Pens are NOT permitted.**

School Site Distribution of Materials and Pre-ID Labels

- When distributing test materials, the school assessment coordinator should have the test administrators count all assigned materials. **Test booklets may not be distributed prior to the states' designated testing dates.**
- Because all test materials must be accounted for, the school assessment coordinator needs to ensure that all Serial Bar Coded booklets are checked back in before forwarding all materials on to the district assessment coordinator.

Pre-ID Label Information

- Student pre-ID labels were shipped with the testing materials (if your district or state provided MetriTech with a file). Pre-ID labels contain the name, grade, and other pertinent information about individual students, as well as district and school information. You will receive one label for each student test booklet. **For Illinois Only:** you will receive two labels for grades 1 through 12; one for the LRW test booklet and one for placement on the front cover of the Speaking Score Sheet, Kindergartners will only have one label.
- Teachers must verify pre-ID information prior to applying the labels.** Please check the labels carefully to be sure that the information displayed is correct. If the labels are correct, place the label in the box on the **front cover** of the test booklet. If the label is incorrect, discard the label.
- To ensure accurate machine scanning of the information on the student pre-ID label, the label **MUST** be placed in the designated area on each document. Only one pre-ID label can be placed on any test booklet.
- If any pre-ID label contains incorrect information, the necessary student demographic information *must* be hand-entered. To hand-enter this information, use the spaces provided on the front and back covers of the test booklets. Pre-ID labels **that are incorrect** or that have been provided for students that will not be tested *must* be discarded.
- If the label has been placed on the booklet in error** – mark through the bar code at the bottom of the label with a heavy black marker, completely covering the bar code, and mark an “X” through the printed demographic above the bar code (as in the picture below). Then bubble in the correct information for that student on the front and back covers of the booklet, following the instructions starting on page 16.
- No student should be given a test booklet with another student's pre-ID label attached. Crossing out the information on the pre-ID label **does not** change the information on the label.



Filling Out Student Information on Test Booklets (Please Print Clearly)

Front Cover of Booklet

Starting at the **left**, print the student's last name in the appropriate area, putting one letter in each box. Completely fill in each of the corresponding boxes below the letters of the student's last name. Repeat this process for the student's first name and MI.

STUDENT'S LAST NAME															FIRST NAME															MI
A	B	C	D	E	F	G	H	I	J						A	B	C	D	E	F	G							A		
	A	A	A	A	A	A	A	A	A	A	A	A	A	A		A	A	A	A	A	A	A	A	A	A	A				
B		B	B	B	B	B	B	B	B	B	B	B	B	B	B		B	B	B	B	B	B	B	B	B	B				
C	C		C	C	C	C	C	C	C	C	C	C	C	C	C	C		C	C	C	C	C	C	C	C	C				
D	D		D	D	D	D	D	D	D	D	D	D	D	D	D	D		D	D	D	D	D	D	D	D	D				
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z				

Back Cover of Booklet

Starting at the **left**, print the District Name, putting one letter in each box.

DISTRICT NAME														
S	A	M	P	L	E		D	I	S	T	R	I	C	T

Starting at the **left**, print the School Name, putting one letter in each box.

SCHOOL NAME														
S	A	M	P	L	E		S	C	H	O	O	L		

Starting at the **left**, print the student's Native Language (as defined by your state), putting one letter or number in each box.

NATIVE LANGUAGE				
5	3	6	7	

Starting at the **left**, print the District Number, putting one number in each box.

DISTRICT NUMBER							
0	1	2	3	4	5	6	7

Starting at the **left**, print the School Number, putting one number in each box.

SCHOOL NUMBER							
0	1	2	3	4	5	6	7

Print the two-letter State Name Abbreviation for your state.

STATE NAME ABBREVIATION	
A	B

Fill in the box corresponding to the student's Racial/Ethnic Group. The choices are: Asian/Pacific Islander, American Indian/Alaskan Native, Black/African American/Non-Hispanic, Hispanic/Latino, White/Non-Hispanic, and Multi Racial/Ethnic/Other.

RACIAL/ETHNIC GROUP	
<input type="checkbox"/> A	Asian/Pacific Islander
<input type="checkbox"/> I	American Indian/Alaskan Native
<input type="checkbox"/> B	Black/African American/Non-Hispanic
<input type="checkbox"/> H	Hispanic/Latino
<input type="checkbox"/> W	White/Non-Hispanic
<input type="checkbox"/> M	Multi Racial/Ethnic/Other

Starting at the **left**, print the student's Birth Date in the boxes at the top. For example, if the student's birth date is March 15, 1998, you would print 03151998 (03 for March [MM], 15 for the fifteenth day of March [DD], and 1998 for the four digits of 1998 [YYYY.] in the top boxes. Please fill in all the top boxes with numbers. Do not use abbreviations. Then completely fill in the numbered boxes below with the correct Birth Date.

BIRTH DATE							
0	3	1	5	1	9	9	8
<input type="checkbox"/>	0	0	0	0	0	0	0
1	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	1	1
2	2	2	2	2	2	2	2
<input type="checkbox"/>	3	3	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	8	<input type="checkbox"/>	8	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	9	9	9	9	<input type="checkbox"/>	<input type="checkbox"/>	9

Starting at the **left**, print the date the student enrolled in a U.S. School in the boxes at the top. For example, if a student first enrolled in a U.S. School on October 1, 2000, you would print 10012000 (10 for October [MM], 01 for the first day of October [DD], and 2000 for the four digits of 2000 [YYYY.] in the top boxes. Do not use abbreviations. Then completely fill in the numbered boxes below with the correct enrollment date.

DATE FIRST ENROLLED U.S. SCHOOL							
1	0	0	1	2	0	0	0
0	<input type="checkbox"/>	<input type="checkbox"/>	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	1	1	<input type="checkbox"/>	1	1	1	1
2	2	2	2	<input type="checkbox"/>	2	2	2
<input type="checkbox"/>	3	3	3	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	8	<input type="checkbox"/>	8	8	8	<input type="checkbox"/>	<input type="checkbox"/>
9	9	9	9	9	9	9	9

Length of Time in LEP/ELL Program

Starting at the **left**, print the number of years (rounded down) a student has been enrolled in an LEP program. If the student has been in the program less than a year, you would fill in 00; one year - 01, two years - 02, etc. Please fill in both boxes.

Grade Level

Starting at the **left**, print the student's GRADE LEVEL in the blank boxes under the words. If the student is in Kindergarten, you would fill in 00; first grade - 01, etc. Always fill in both boxes with numbers.

Gender

Fill in the box with an M if the student is male, or the box with an F if the student is female.

IEP Status

Fill in the box with a Y if the student has been identified as having an Individual Education Plan, or the box with an N if the student does not.

Title III Status

Fill in the box with a Y if the student is part of the district's Title III, NCLB allocation, or the box with an N if the student is not or if the district does not receive or accept Title III allocations.

Migrant¹

Fill in the box with an M if the student is the child of someone defined as a migratory agricultural worker, or the box with an N if the student is not. This demographic is further defined below.

504 Plan

Fill in the box with a Y if the student has been identified as having special education needs, or the box with an N if the student has not.

State Student ID

Starting at the **left**, print the unique number the state has assigned to this student and fill in the corresponding box below each number. If your state has no unique State Student ID, leave these boxes blank.

District Student ID

Starting at the **left**, print the unique number your district has assigned to this student and fill in the corresponding box below each number. If your district has no unique District Student ID, leave these boxes blank.

State Defined Optional Data and/or District Defined Optional Data

Starting at the **left**, print the unique information your state and/or district has required you to record for each student (if your state or district has asked you to record data, the definitions will come from the state or district).

¹ A child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain temporary or seasonal employment in agricultural or fishing work – (A) has moved from one school district to another; (B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. [Title I, Part C, Sec. 1309 Definitions (and Final Rule, 34 CFR, 34 CFR Part 200)]

School Use Only Sections

SCHOOL USE ONLY				
NON-SCORING CODES				
ABS	<input type="checkbox"/> L	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> S
INV	<input type="checkbox"/> L	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> S
REF	<input type="checkbox"/> L	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> S
SPE	<input type="checkbox"/> L	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> S

SCHOOL USE ONLY	
ACCOMMODATIONS	
BR	<input type="checkbox"/>
CA	<input type="checkbox"/>
LP	<input type="checkbox"/>
LV	<input type="checkbox"/>
MT	<input type="checkbox"/>
SS	<input type="checkbox"/>
SB	<input type="checkbox"/>
OA	<input type="checkbox"/>

SCHOOL USE ONLY	
BILINGUAL/ESL TYPE	
NAS	<input type="checkbox"/>
CAT	<input type="checkbox"/>
CBE	<input type="checkbox"/>
DBE	<input type="checkbox"/>
HLA	<input type="checkbox"/>
POE	<input type="checkbox"/>
SEI	<input type="checkbox"/>
SEN	<input type="checkbox"/>
TBI	<input type="checkbox"/>
TWI	<input type="checkbox"/>

SCHOOL USE ONLY	
STATE SUPPORT DELIVERY MODEL	
NA	<input type="checkbox"/>
IS	<input type="checkbox"/>
PO	<input type="checkbox"/>
PR	<input type="checkbox"/>
SC	<input type="checkbox"/>

Do Not Score This Section For This Student

“L” = Listening, “R” = Reading, “W” = Writing, and “S” = Speaking

ABS (Absent) indicates the student was absent for a domain of the test; if so, fill in the appropriate box(es).

INV (Invalid) indicates that even though a student may have completed some or all of the test items, the testing was not valid, and no score should be reported for that domain. For example, this code can be used if a student becomes ill during the test or if a student engages in inappropriate testing practices; if so, fill in the appropriate box(es).

REF (Refused) indicates refusal to test. This decision may be made by the student, the parent, or the guardian; if so, fill in the appropriate box(es).

SPE (Exempt Special Education/504) indicates that an IEP or 504 team determined that the student should be exempt from one or all of the domains of this test; if so, fill in the appropriate box(es).

NOTE: If any of these boxes are filled in, the score for that domain will be suppressed in the data file sent to the state and on all score reports distributed to the district.

Accommodations (fill in the boxes next to these methods if appropriate for the student)

BR - Braille test or writer

CA - Computer Assisted

LP - Large Print

LV - Low Vision aids or Magnification

MT - Student Made Tape of Reading test

SS - Short Segment test administered

SB - Scribed test

OA - Other Approved accommodations

Bilingual/ESL Type (fill in the boxes next to these programs if appropriate for the student)

NAS (No additional services) or individualized English language assistance of any kind are provided by the district.

CAT (Content area tutoring) is one-on-one or small group tutoring/assistance to ELLs during school hours in the content areas, including English language arts, mathematics, science, and social studies. Tutoring is generally provided by teachers other than bilingual or ESL teachers and may be provided by an aide under the direction of a teacher.

CBE (Content-based ESL) are programs in which English is taught through the content areas of mathematics, English language arts, science, and social studies.

DBE (Developmental bilingual education) programs (sometimes called “late-exit,” “maintenance,” or “one-way dual language” programs) use the primary language of the ELLs as the medium of instruction.

HLA (Heritage language) programs use the non-English language background (heritage language) of the students as the primary language of instruction to renew/reclaim that language (e.g., Native American languages). The program also provides instruction in and through English.

POE (Pull-Out ESL/Resource) programs remove ELLs from general education classes to pre-teach, teach, or reteach English language skills and/or academic content covered by the general education classroom teacher.

SEI (Sheltered English instruction) programs often serve ELLs from more than one language background. Instruction is in English adapted to the students’ English proficiency levels and provides modified curriculum-based content.

SEN (Structured English immersion) are programs in which ESL teachers or bilingual instructional aids provide linguistic and academic support to ELLs in the general education classroom.

TBI (Transitional bilingual education) programs use the primary language of the ELLs in instruction while they acquire English. The language of instruction for ELLs is gradually transferred into English only.

TWI (Two-way immersion) (sometimes called “two-way dual language”) programs are bilingual programs that serve English proficient speakers and English language learners (ELLs) in the same classroom. Both English and the primary language of the ELL students are used in content and language arts instruction.

State Support Delivery Model (fill in the boxes next to these programs if appropriate)

NA (Not Applicable) should be marked if **NAS (No Additional Services)** under Bilingual/ESL Type has been marked.

IS (Inclusionary Support/Push-IN) support is provided in the general education classroom.

PO (Pull-Out); the student is removed from general education classes for individualized or small group support.

PR (Parental Refusal for Services) parents have “opted out” of bilingual or ESL program services for their child; **NAS (No Additional Services)** under Bilingual/ESL Type should also be marked.

SC (Self-Contained); usually with a dual-licensed content area and a bilingual or ESL teacher.

Section 3: Test Scheduling and Coordination

While ACCESS for ELLs® is not a timed test per se, the individual tests are given approximate administration times. Coordinators should plan for the test to be administered to each tier of students within a grade-level cluster in two 75-minute test sessions, as follows:

Session 1: Listening and Reading (75 minutes):

- Listening Test (25 minutes)
- Reading Test (35 minutes)
- Plus 15 minutes convening students and distributing/collecting materials

Session 2: Writing (75 minutes):

- Writing Test (60 minutes)
- Plus 15 minutes convening students and distributing/collecting materials

Session 3: Speaking (15 minutes):

- The Speaking Test is individually administered and takes approximately 15 minutes per student. It is the only test that is scored by the test administrator. Detailed guidance on the administration and scoring of the Speaking Test is contained in Section 5 of this manual. ***Anyone who administers the Speaking Test must have successfully completed the Speaking Module of the online ACCESS for ELLs® Test Administration Training located on the WIDA website at <http://www.wida.us> under “Training Course Home.”***

The following pages contain tools to use as you schedule test sessions within your school and assign students to those test sessions. **Coordinators may download the Test Session Master Schedule and the Test Session Roster** from the online ACCESS for ELLs® Test Administration Training site and complete them electronically.

Test Session Master Schedule

The Test Session Master Schedule is to be completed and retained by the School Testing Coordinator. The following scenario illustrates how test sessions might be scheduled in one school.

Assume a middle school has to test 90 students, all in the same grade-level cluster (6–8) and evenly distributed across all three tiers; that is, 30 in Tier A, 30 in Tier B, and 30 in Tier C. The School Testing Coordinator could set up the following sessions at the scheduled dates and times, preparing rosters for each session. In this plan, all 90 students could be tested in both Listening/Reading and Writing in a total of 12 sessions. This schedule could reflect the fact that there is a single Test Administrator in the school, so there would be no simultaneous sessions. If the school had multiple test administrators, simultaneous sessions (in different rooms) could be a possibility, in which case the master schedule would also indicate the name of the test administrator for each scheduled session.

		Listening/Reading Sessions			Totals	Writing Sessions			Totals
Session	Schedule	Tier A	Tier B	Tier C		Tier A	Tier B	Tier C	
1	Mon 9 am	15			15				
2	Mon 11 am		15		15				
3	Mon 1 pm			15	15				
4	Tue 9 am					15			15
5	Tue 11 am						15		15
6	Tue 1 pm							15	15
7	Wed 9 am	15			15				
8	Wed 11 am		15		15				
9	Wed 1 pm			15	15				
10	Thu 9 am					15			15
11	Thu 11 am						15		15
12	Thu 1 pm							15	15

Note that if you are scheduling test sessions in a school which includes two or more grade level clusters, you should also indicate the grade-level cluster (for example, K, 1–2, 3–5 for most elementary schools) of each test session.

On the following page is a blank Test Session Master Schedule for your use in planning the test sessions at your school site. Blank forms are also available on the online test administrator training course located on the WIDA web site at www.wida.us.

Test Session Rosters

The Test Session Roster is a tool to use in assigning students to test sessions. One roster is provided for the group-administered Tests (Listening, Reading, and Writing) and another roster for the Speaking Test. Coordinators should complete Test Session Rosters in this format, or in a format of their choice, and distribute them to test administrators, as well as to the teachers of students to be tested, at least **two days** prior to testing so that you may plan accordingly. Note, it is recommended that you not test more than 22 students in one group testing session.

Student tiers and daily schedules are the main factors to consider when you plan for test sessions.

Schedule only one tier (A, B, or C) and up to 22 students assigned to that tier per single test session. For example, students taking the Tier A test should *not* be mixed with students taking the Tier B or Tier C test in the same room at the same time.

It is suggested that you test younger students, and lower-proficiency students, in smaller groups. If possible, test first graders separately from second graders, and third graders separately from fourth and fifth graders. This is not required, however, and it may be a more efficient use of time, for example to test all Tier A students in any of the grades within a grade level cluster together.

If possible, test the same students together across both test sessions (Session 1: Listening/Reading and Session 2: Writing). That is, do not change the roster of students from one session to another, as this will require reorganizing stacks of test booklets.

On the following page is a blank Test Session Roster for your use in assigning students at your school site to test sessions.

SAMPLE

Test Session Roster – Group Administration

Test Date: _____ Time: _____

Location: _____ Test Administrator: _____

Test Section (circle **all** that apply): **Listening/Reading** **Writing**

Grade level(s): _____

Tier (circle **one**): **A** **B** **C**

#	Student ID #	Last Name	First Name	Current Grade	Teacher/Room to Pull-out From
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					

SAMPLE

Test Session Roster – Speaking Test Administration

Test Date(s): _____ Testing Location: _____ Grade-level cluster: _____

Test Administrator: _____

#	Student ID #	Last Name	First Name	Current Grade	Teacher/Room to Pull-out From	Time
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						

Section 4: Test Accommodations for ELLs with Disabilities

A test accommodation is a change to the testing environment which makes the test more accessible to a student with special needs, without invalidating the results of the assessment. For ACCESS for ELLs®, a language proficiency test, the following accommodations **APPLY ONLY TO ELLs WITH DISABILITIES**, and the testing accommodation should be stated in the student’s Individual Education Plan (IEP). Furthermore, if a student is tested using an accommodation, please indicate this in the appropriate box on the back of the student’s test booklet.

The WIDA Consortium encourages the participation of all English language learners in the ACCESS for ELLs® testing program and feels that it is an appropriate assessment for all but the most severely disabled students. The ACCESS for ELLs® test has certain standard features that might lessen the need for accommodations. For example, while the ACCESS for ELLs® assessment is paced appropriately, with time guidelines determined from pilot and field testing, it is not a timed test. ELLs may take longer than the average stated time in each section. The thematic orientation of the test and the heavy reliance on graphic support are features that should lend themselves to enhanced comprehension, not only for ELLs in general, but for many ELLs with special needs. Additional testing accommodations, however, may be appropriate for some students.

Testing accommodations are changes in the way a student is given a test or asked to respond to test questions. Testing accommodations are meant to offset challenges caused by a disability without changing the test measures. Testing accommodations provide students with disabilities the same opportunity to demonstrate improvement in their English language proficiency as students without disabilities. To maximize fairness and validity while maintaining the integrity of the ACCESS for ELLs® test, WIDA has provided the following guidelines for considering appropriate accommodations for English Language Learners with disabilities. *In addition to these guidelines, please be aware of, and adhere to, any accommodations policies for English language proficiency testing within your state.*

The following guidelines are divided into each of the four domains of the test—listening, reading, writing, and speaking—with indications of whether a particular accommodation is appropriate for the domain (Yes), inappropriate and therefore not recommended (No), or Not Applicable (N/A) because the “accommodation” is already incorporated into the test design or is irrelevant for the domain.

Accommodation FOR ELLs WITH DISABILITIES	Assessment Domains			
	Listening	Reading	Writing	Speaking
Presentation Format/Test Directions				
Explanation of directions (English)	Yes	Yes	Yes	Yes
Repeat directions	Yes	Yes	Yes	Yes
Use directions that have been marked by teacher	Yes	Yes	Yes	N/A ⁱ
Sign directions to students	Yes	Yes	Yes	Yes
Translation of directions into native language	Yes	Yes	Yes	Yes
Translation of test into native language	No	No	No	No
Translation of test into sign language	No	No	No	No
Oral reading in English	No	No	Yes	No
Oral reading in native language	No	No	No	No
Bilingual dictionary	No	No	No	No
Use of highlighters (yellow only) by student	Yes	Yes	Yes	N/A
Use of marker to maintain place	Yes	Yes	Yes	N/A

Large Print or visual magnification device	Yes	Yes	Yes	Yes
Audio amplification device or noise buffer	Yes	Yes	Yes	Yes
Student reads questions or responses aloud to self	Yes	Yes	Yes	N/A

<i>Setting Format</i>	Listening	Reading	Writing	Speaking
Test administered by school personnel familiar to student	Yes	Yes	Yes	Yes
Alone in study carrel	Yes	Yes	Yes	Yes
Administer test in separate room	Yes	Yes	Yes	Yes
With small groups	Yes	Yes	Yes	Yes
Preferential seating	Yes	Yes	Yes	Yes
Individually	Yes	Yes	Yes	Yes
By special education personnel	Yes	Yes	Yes	Yes
Special lighting	Yes	Yes	Yes	Yes
Special acoustics	Yes	Yes	Yes	Yes
Special furniture	Yes	Yes	Yes	Yes
Administer test with school personnel in non-school setting (e.g., home or hospital)	Yes	Yes	Yes	Yes

<i>Timing/Scheduling</i>	Listening	Reading	Writing	Speaking
Extended testing time (same day)	Yes	Yes	Yes	Yes
More breaks	Yes	Yes	Yes	Yes
Extending sessions over multiple days	Yes	Yes	Yes	No

<i>Response Format</i>	Listening	Reading	Writing	Speaking
Braille writers	N/A	N/A	No	N/A
Word processors or similar assistive device (spell and grammar check and dictionary/thesaurus must be turned off)	N/A	N/A	Yes	N/A
Write directly in test booklet	Yes	Yes	Yes	N/A
Tape recorders	N/A	N/A	No	N/A
Scribes ⁱⁱ	Yes	Yes	Yes	N/A
Responses in native primary language	No	No	No	No
Answer orally, point to answer	Yes	Yes	No	N/A

<i>Other Administration Considerations</i>	Listening	Reading	Writing	Speaking
Provide verbal praise or tangible reinforcement to increase motivation	Yes	Yes	Yes	Yes
Administer practice test or examples before the administration date of the assessment	Yes	Yes	Yes	Yes
Allow use of equipment or technology that the student uses for other tests and school work (e.g., pencils adapted in size or grip, slant board or wedge)	Yes	Yes	Yes	Yes

<i>Other Accommodations Not Provided and Not Recommended by the WIDA Consortium at This Time</i>	Listening	Reading	Writing	Speaking
Braille edition of assessment ⁱⁱⁱ	Possible	Possible	Possible	Possible
Signing questions or answers ^{iv}	No	No	No	No

ⁱ N/A means Not Applicable either because this is already an integral part of the test design (e.g., responding orally on the speaking test) or irrelevant because the given accommodation would not be of any use (e.g., using scribes for the speaking test—there is no writing involved).

ⁱⁱ If an IEP team determines that a scribe is necessary, all student responses must be transcribed verbatim, including spelling, punctuation, and paragraph breaks.

ⁱⁱⁱ ACCESS for ELLs® is not available in Braille at this time. If an IEP team determines that it is in the best interest of a student to make the test available in Braille, the following guidelines are recommended to ensure the integrity of the assessment:

- The student must be Braille proficient so as not to confound English language proficiency with proficiency in Braille;
- Braille graphics must be included as this is a graphic-dependent test;
- If the Braille graphics are also verbally described by the test administrator, such descriptions should be made in the student's native language so as not to confound with English language listening skills;
- The student's responses should be transcribed verbatim by a school staff member into a regular ACCESS for ELLs® test booklet for scoring; and
- The writing assessment should be transcribed verbatim into the test book.

^{iv} Deaf and hard of hearing students, including those for whom American Sign Language (ASL) is their first language, can generally participate in the Reading and Writing sections of the test with few or no accommodations necessary. Lip-reading with spoken responses for those students who possess these abilities may be possible for the listening and speaking parts of the test. IEP teams should make such determinations on a case by case basis. **Translating the Listening and Speaking prompts into sign language is equivalent to translating into another spoken language, such as Spanish or Arabic, and therefore is prohibited as it changes the construct (i.e., assesses proficiency in a language other than English) and invalidates the test.**

Section 5: Test Administration for Group Testing

Detailed instructions for administering each section of the ACCESS for ELLs® test are contained in the *Test Administrator's Scripts*. Below are some additional details about preparing for and administering the test.

Setting up the Testing Room

Preparing the testing room in advance will facilitate a smooth test administration. It will also help to ensure independent work on the part of the test takers. It is recommended that you:

- Test in a classroom with desks that can comfortably accommodate the number of students being tested (indicated on the Test Session Roster).
- Arrange the desks in rows, facing forward, where you, the Test Administrator, can see all students and circulate between desks. It is important that all students can see and hear you clearly.
- Obtain enough sharpened pencils for students being tested. Have extra pencils available, as sharpening pencils during a test session could be a distraction. Have a plan for sharpening pencils between test sessions.
- Make or obtain from your Coordinator a ***Do Not Disturb: Testing*** sign to be placed on the outside of the testing room door on test days.
- Plan to have a table on which to lay out test materials.
- Have on hand reading materials for students who finish early.
- Have a watch on hand, or make sure there is a functioning clock in the testing room. The Test Administrator Scripts contain guidance on pacing the test.
- Note that it is not necessary to cover any print on the walls or on classroom materials.

Distributing Test Materials

- Do not pass out test materials until all students are seated. When distributing test booklets, double-check to ensure that the student to whom you are giving the booklet matches the name on the test booklet. Make sure each student has at least one sharpened pencil.

Test Materials and Younger Students

When beginning the Writing Test (Session 2) on the second day of testing or after a significant break, note that younger children (grades 1–2) may need assistance locating the Writing Test within their test booklets. To make it much easier for younger children to find the starting location, administrators may want to put the pencils into the test booklets in the correct place before passing the test materials out. Alternatively, they may want to place the test booklets face down on the students' desks, spread open to the appropriate place. In either case, administrators will need to adapt the oral instructions in the *Test Administrator's Script* as appropriate. To ensure that students in grades 1–2 begin testing in the appropriate place in their test booklets, that they do not skip any sections, and that they progress appropriately (see information on ***check-ins*** below), test administrators and coordinators may wish to have an additional adult helping to proctor or monitor the group-administered tests at this grade level (for instance, one adult for every 10–12 students). Like test administrators, proctors must sign and submit a *Non-Disclosure Agreement* to their test coordinator.

Listening Test

- The Listening Test is designed to take approximately 25 minutes once you begin reading the test items to the students. Note that the approximate test administration time does not include convening students, taking attendance, distributing and collecting test materials, explaining test directions, or completing practice items. Note also that the length of the oral passages gets longer with increasing proficiency; thus, the Tier C Listening Test takes longer to administer than the Tier A Listening Test.
- Follow the *Test Administrator's Script* exactly. Practice reading the items aloud ahead of time. Listen to the sound files in the Listening section of the online ACCESS for ELLs® Test Administration Training located on the WIDA website (www.wida.us) to get an idea of how to read the test items.
- Keep the Listening Test going at a steady pace. Follow the pause times given in the script. Read each item clearly and at a natural pace. Do not rush, but also avoid slowing down unnaturally. After reading each item, pause to allow students to mark their answers for up to **25 seconds**, or until the last student has finished marking his or her answer, whichever comes first. **Do not pause longer than 25 seconds for students to mark their answers.**
- **Read each item only one time.** Only if there is a significant interruption while you are reading a Listening item—such as an announcement over the loudspeaker, a fire drill, or a loud noise outside—may you repeat the item one time, for a total of two complete readings of the item.
- Stand in front of the class where all students can see and hear you clearly.

Reading Test

- Students have about 35 minutes to complete the Reading Test. Note that the approximate test administration time does not include convening students, taking attendance, distributing and collecting test materials, explaining test directions, or completing practice items. For this reason, an additional 15 minutes has been built into the 75-minute session for the Listening and Reading Tests.
- You should make a note for yourself of the starting time and end time (35 minutes later) once you finish the practice items with the students. This should provide ample time for all students to complete the Reading Test. The testing session is over when all students have completed the Reading Test, or about 35 minutes have passed, whichever comes first.
- Follow the *Test Administrator's Script* exactly.

Check-ins:

- “Check-ins,” represented as stop signs in the test booklet, are intended to help guide students at the lower grade levels and proficiency levels through the parts of the Reading Test and are scripted at appropriate points in the *Test Administrator's Script*. Check-ins also allow for test administrators to give continual encouragement to students to do their best.
- There are two types of check-ins on the Reading Test: whole-group and individual. Both types of check-ins are scripted. For test booklets that include check-ins, the procedure is reviewed for the students in the practice session preceding the test.
 - During **whole-group check-ins**, you check in with all students simultaneously and explain the next part of the test. There are whole-group check-ins after each part of the Grades 1–2 Tier A Reading Test so that you can guide students through the sample items. Students who finish a part before a whole-group check-in should be instructed to wait before proceeding.

- For **individual check-ins**, students raise their hands when they arrive at a stop sign. You circulate the room, checking to see that each student has completed the section before instructing him/her to go on (or to stop if completing the last part of the Reading Test). There are individual check-ins about halfway through the 1–2B, 1–2C, 3–5A, 3–5B, 6–8A, and 9–12A Reading Tests, and at the end of the Reading Test at every tier and grade level.

Writing Test

- The Writing Test is designed to allow students up to 60 minutes of writing time. Note that the approximate test administration time does not include convening students, taking attendance, or distributing and collecting test materials. For this reason, an additional 15 minutes has been built into the 75-minute session for the Writing Test.
- Follow the *Test Administrator's Script* exactly.
- The Writing Test contains **check-ins** at some levels. All check-ins are scripted in the *Test Administrator's Script* and are indicated in the test booklet with a stop sign. At Tier A for all grade levels, and at all tiers of the grades 1–2 Writing Test, you use whole-group check-ins to guide the students through the model (see following point). Individual check-ins are included at other tiers where students work at their own pace.
- The model contained in certain tasks on the Writing Test presents students with an example they can follow to complete the task. Instructions on guiding students through the model are scripted in the *Test Administrator's Script*. The time it will take you to guide students through the model is not included in the writing time for each task. Therefore, a 75-minute test session should still be allotted for all Writing Tests at each grade level and tier.
- Students are given information about the scoring criteria in list form and in student-friendly language on the front page of the Writing Test. Guiding students through the checklist is scripted in the *Test Administrator's Script*.
- In terms of Writing Test content and time guidelines:

There are four writing tasks on each tier (A, B, and C) of the test for grades 1 – 2. Tasks are paced for the students as indicated in the Test Administrator's Script.

Grades 1– 2 **Tier A** Writing Test:

- Part A: Social & Instructional Language task (approximately 15 minutes)
- Part B: Social & Instructional Language task (approximately 15 minutes)
- Part C: Social & Instructional Language task (approximately 15 minutes)
- Part D: Social & Instructional Language task (approximately 15 minutes)

Grades 1– 2 **Tier B** Writing Test:

- Part A: Social & Instructional Language task (approximately 15 minutes)
- Part B: Social & Instructional Language task (approximately 15 minutes)
- Part C: Language of Math task (approximately 15 minutes)
- Part D: Integrated Task (Language of Language Arts/Language of Social Studies/Social Instructional Language) (approximately 30 minutes)

Grades **1– 2 Tier C** Writing Test:

- Part A: Social & Instructional Language task (approximately 15 minutes)
- Part B: Language of Math task (approximately 15 minutes)
- Part C: Language of Science task (approximately 15 minutes)
- Part D: Integrated Task (Language of Language Arts/Language of Social Studies/Social Instructional Language) (approximately 30 minutes)

There are three writing tasks on each **Tier A** test at **grade levels 3 – 12**. The tasks assess these standards and have these time guidelines:

- Part A: Social & Instructional Language task (approximately 15 minutes)
- Part B: Language of Math task (approximately 15 minutes)
- Part C: Language of Science task (approximately 15 minutes)

There are four writing tasks on each **Tier B and Tier C** test at **grade levels 3 – 12**. The tasks assess these standards and have these time guidelines:

- Part A: Social & Instructional Language task (approximately 15 minutes)
- Part B: Language of Math (approximately 15 minutes)
- Part C: Language of Science (approximately 15 minutes)
- Part D: Integrated Task (Language of Language Arts/Language of Social Studies/Social Instructional Language) (approximately 30 minutes)
- The time students spend on tasks on the Tier B and Tier C Writing Tests will vary some, since they work at their own pace. However, although each task is *not* individually timed, students should be monitored and encouraged to keep pace. In particular, they should have enough time to do their best on the longest task at the end. The scripts will give you guidance on how to proctor students during the test and how to encourage them to pace their writing to be able to complete the entire test.
- Students should complete their work on the entire Writing section within **one hour**. If a student is still productively working at the end of the hour, it is best to give them a few minutes of extra time to complete their work. Guidance on how to handle this situation is included in the scripts.
- If students have extra time after completing a writing task, they can go back to check and revise/add to their response to a previous Writing task. If a student completely finishes earlier than the allotted hour and cannot be dismissed from the session, assign him or her to read supplementary materials you have on hand.
- The means for ending the test is scripted in the *Test Administrator's Script*.
- Student responses on the Writing Test are centrally rated and scored by MetriTech, Inc. The test administrator does not assign any kind of rating to students' Writing Test responses. However, teachers may find it useful to be aware of the criteria and task level expectations used in scoring, so the *Writing Rubric of the WIDA Consortium* is included in Figure 3 on page 35.

Figure 3: Writing Rubric of the WIDA Consortium

Writing Rubric of the WIDA™ Consortium* Grades 1-12			
Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Reaching	A variety of sentence lengths of varying Linguistic Complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization.	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific, or technical language.	Has reached comparability to that of English proficient peers functioning at the “proficient” level in statewide assessments.
5 Bridging	A variety of sentence lengths of varying Linguistic Complexity in a single organized paragraph or in extended text; cohesion and organization.	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don’t impede comprehensibility.
4 Expanding	A variety of sentence lengths of varying Linguistic Complexity; emerging cohesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times, errors don’t impede the overall meaning; such errors may reflect an interlanguage effect.
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.
2 Beginning	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Usage of general language related to the content area; lack of vocabulary may be evident.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.
1 Entering	Single words, set phrases, or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Usage of highest frequency vocabulary from school setting and content areas.	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.
<p>* Note: Raters at MetriTech, Inc., use this rubric to rate responses on the ACCESS for ELLs® test. Teachers and test administrators in WIDA™ Consortium states use it with the W-APT™ and formative/classroom assessment.</p>			

Section 6: Speaking Test Administration

Overview of the Speaking Test

The ACCESS for ELLs® Speaking Test is individually administered to students in an interview format in which you ask progressively more demanding questions until the student reaches a level at which he or she is no longer able to meet the demands of the questions. It is designed to take up to 15 minutes per student, but the actual time will depend on the number of questions you ask the students. You rate student responses as they are given according to the expectations defined in the Speaking Test Scoring Rubric.

NOTE: It is required that anyone who administers the ACCESS for ELLs® Speaking Test complete the Speaking Test module of the online ACCESS for ELLs® Test Administration Training and complete the accompanying quiz. The training is focused on developing your ability to conduct the test using the standardized testing procedures and to score the test reliably.

Organization of Speaking Tests

As with the WIDA ELP Standards, the ACCESS for ELLs® Speaking Test is divided into the four grade-level clusters: 1–2, 3–5, 6–8, and 9–12. Note that there are no tiers (A, B, or C) for the Speaking Test, just one test per grade-level cluster.

Speaking tasks on the ACCESS for ELLs® Speaking Test are contained within three parts. As in other domains of ACCESS for ELLs®, tasks on the Speaking Test are grouped thematically. Whereas in the Listening and Reading Tests, each part contains items related to only one of the five WIDA ELP Standards (that is, Social and Instructional Language; or the Language of Language Arts, the Language of Mathematics, the Language of Science, or the Language of Social Studies), in the interest of shortening administration time, the Speaking Test contains only three parts, two of which address two standards each, as follows.

Part A: Social and Instructional Language

Part B: Language of Language Arts and Language of Social Studies

Part C: Language of Mathematics and Language of Science

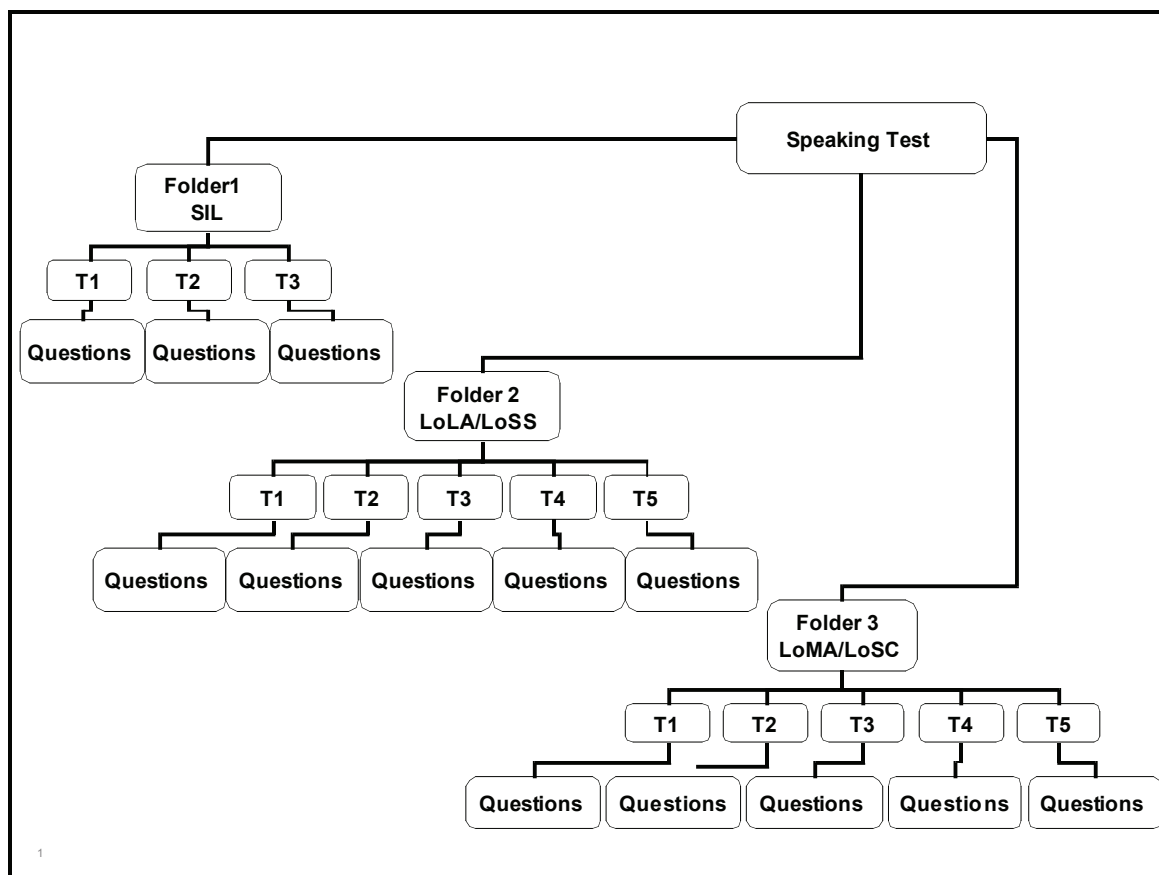
The Speaking Test contains thirteen individual tasks across the three parts. Each task, identified by the letter “T,” is associated with a proficiency level (1, 2, 3, 4, or 5) from the WIDA ELP Standards. “T1,” for example, refers to a task at proficiency level 1.

Part A contains only three tasks; one each at levels 1, 2, and 3, whereas Parts B and C contain five tasks each, one at each proficiency level.

Part	Standard(s)	Task 1	Task 2	Task 3	Task 4	Task 5
A	Social and Instructional Language	Level 1	Level 2	Level 3	(none)	(none)
B	Language Arts, Social Studies	Level 1	Level 2	Level 3	Level 4	Level 5
C	Math, Science	Level 1	Level 2	Level 3	Level 4	Level 5

Each task typically includes several questions, identified in the script with the letter “Q” followed by a number, for example, “Q1, ” “Q2, ” etc. Figure 4 presents the overall structure of the Speaking Test for grades 1-12.

Figure 4: Structure of the Speaking Test



Speaking Test Materials

To administer the Speaking Test, you will need:

- Speaking Test picture cue and script booklet;
- Student Test Booklet turned to the Speaking Test Scoring Sheet located on the last page of the booklet²;
- A copy of the Speaking Test Rubric of the WIDA Consortium is not required, but may be helpful to have on hand during administration³; and
- At least one sharpened pencil to mark student scores.

Speaking Test Administration Procedures

Preparing for Test Administration

Test in a quiet room free of distractions from other students not taking the test. The ideal set-up is a rectangular table at which you sit at a right angle to the student. Place the Speaking Test picture cue and script booklet between you and the student and spread out the base to form a tent. Turn the page so that you are looking at the Warm-up page and the student is looking at the blank page on the reverse side of the tent. Have the rubric, if used, and the Scoring Sheet directly in front of you.

General Administration Procedures for the Speaking Test

- **Test administration is standardized**, and all test folders are scripted. You should read each item as scripted. Never use another language when administering the test, and never write out scripted parts of the test for the student.
- In part because the Speaking Test is administered one-on-one, it is especially important that you **set a positive tone for the student**. The Warm-up scripts specify three ways you might create a welcoming environment, but you should greet students as naturally as possible, in accord with whether and how well you know them.
- You should also **maintain the flow of the test**. While you should keep the test moving at a steady pace, do speak slowly and clearly, but as naturally as you would in class or in conversation with the student. Very importantly, the more familiar you are with the script, the more smoothly the test will flow.
- Because the test is adaptive, you will **evaluate and score student responses immediately after the student gives a response**. Always be sure to record a score before advancing to the next task. While the Task Level Expectations in the Speaking Test Rubric may be used as a reference throughout the Speaking Test, you should have substantially internalized the expectations at each proficiency level prior to giving the test.

² In Illinois, the speaking test is scored on the *Speaking Answer Document*, which is separate from the student's test booklet and contains its own bubbles to fill in for demographic information. This separate answer document is to facilitate carrying out the Speaking Test over a longer test window than that of the other test components. Contact your district representative to find out if your school is using this document.

³ Your training on administering the Speaking Test may make it unnecessary for you to consult the rubric during test administration, but having it handy may help resolve scoring issues, especially during the first few times you administer the test. Try to make sure, though, that your consulting the rubric does not interfere with the natural flow of the interview.

- You may give the student **nonjudgmental, positive reinforcement**, saying, for example, “Good,” “OK,” etc. Examples of appropriate reinforcement can be heard in the sound files in the ACCESS for ELLs® Test Administrator Training Course (online or on the training CD). These comments, though positive in tone, should not be evaluative. That is, you should not use phrases such as, “You answered that really well,” or “Good answer,” or “That’s right.” In addition, to help the test flow more smoothly, you should practice the Speaking Test ahead of time to become familiar with the script.
- You should **flip the pages of the test booklet yourself** unless otherwise indicated. When a picture is repeated (cued to you with a note that says, “Note: Picture is repeated for student”), it is a good idea to tell students, “This is the same picture.” This way, they do not have to expend effort studying the picture again.
- It is important that **test takers leave the test feeling positive** about their experience. Therefore, if students attempt a task but are unable to complete it, you may ask them a less challenging question related to the task, even though your question is not scripted. For example, if students cannot explain what makes someone a leader or hero, you may ask them a simpler, unscripted question. In this way, you help the students feel a bit more successful about their test-taking experience. When rehearsing the script for the Speaking Test, you should think about how you might phrase such questions. Questions that are unscripted are never scored.
- The student may occasionally ask you to repeat a question. Unlike the general rules for the Listening Test, **repeating a question one time is acceptable**. There are also rephrasing options contained in the script. Follow only the acceptable rephrasing options as outlined in the script. If the student asks a procedural question, you should answer it, but keep answers to the student’s questions as short and succinct as possible. For example, if a question asks the student: “What is your favorite activity?” and the student asks, “At home or at school?” you might respond, “Any activity.” Such a reply keeps your answer short, and opens up, rather than limits, the student’s options regarding how to respond. The same applies when answering a question that was deliberately elicited in the task or one that is inserted to “check-in” with the student after you have spoken at length.
- If a **student asks for an explanation** of some word or phrase in a task statement, check to make sure that the student understood your pronunciation of the word or phrase. If pronunciation is not an issue, then you should deflect the question by suggesting that the student try to respond based on what they do understand of the question. Providing explanation or definition of a term provides a particular student with an advantage over other students and jeopardizes the standardization procedures.

How to Read the Speaking Scripts

- When administering the Speaking Test, **read aloud** any text that appears in **boldface type** in the script. Do not read any directives that are not in boldface type, such as “Point to xxx,” or any other instructions intended to guide the administration, such as, “If necessary.” Some words may be underlined for emphasis, in which case you should adjust your intonation accordingly.
- When the script presents **alternative readings for a question**, these alternatives will be linked with the word using the notation (OR); for example, “Can you tell me anything else?” (OR) “Can you give me more details?” In these cases, choose the reading most in keeping with the student’s previous responses. You may also use more than one of these alternatives as the occasion demands.

- A question that is marked as “If necessary” is intended to be asked only if the student’s responses to previous questions leave you in some doubt about what score to give. Do not ask “If necessary” questions if you have no doubt about what score the child earned from the responses to previous questions in the task; that is, if you already have enough information to score the response.
- In some numbered questions, you may see the questions phrased as, “What do you like about _____?” (OR) “What’s interesting about _____?” In such cases, the **underscored gap in the question** is intended to be filled in with a word or phrase the student has mentioned in response to one of the preceding questions in that task. For instance, if the student responded to the question, “What’s your favorite food?” with “spaghetti,” then you would fill in the blank in the following question with, “What do you like about spaghetti?”

How to Score the Speaking Test

In this section, you will learn the basic procedure for scoring the Speaking Test. First, you will be introduced to the criteria for the Performance Definitions, on which the Speaking Test Rubric is based. Then you will learn how to interpret the Scoring Scale, and finally come to understand the rules for navigating items in the test. In a later section, the rationale will be more fully developed through a set of examples.

Criteria for Rating the Proficiency Level of Responses

The WIDA ELP Standards recognize and measure language proficiency on a scale of six levels. Each of these levels defines a particular constellation of language skills. The Performance Definitions discussed previously in this manual are based on three criteria, as described below.

- **Linguistic Complexity:** Extent of functional discourse, where *discourse* refers to both the quantity and organization of the *information* included in a response—How much language can the student process in a range of different communication modes; for example, in answering questions, in telling a narrative, in describing events and processes? How well organized is the information contained in the response; that is, does it show the kind of cohesion that a listener would need in order to process and understand the student’s meaning?

In the Performance Definitions of the WIDA ELP Standards, linguistic complexity ranges from “words, phrases, or chunks of language” at Level 1 to “a variety of sentence lengths of varying linguistic complexity in extended oral discourse” at Level 5. Linguistic complexity, again, refers to the *quantity* of language produced, as well as the way that language is organized.

- **Vocabulary Usage:** Comprehension and use of the technical vocabulary of the content areas, where *technical vocabulary* refers to the use of words typically learned in an academic context; for example, the specialized language of math, science, or social studies needed to discuss coherently the processes and facts of these areas—How much technical vocabulary and what sort of vocabulary does the student control? Does the student control the linguistic means of producing technical vocabulary? For example, does the student have a command of the processes used to form nouns ending in “-tion” or “-ment” from verbs (e.g., “resolution” from “resolve”; “government” from “govern”; and so on)?

In the Performance Definitions, vocabulary usage ranges from “general language related to the content areas” at Level 2, through “specific language of the content areas” at Levels 3 and 4, to “the technical language of the content areas” at Level 5. Vocabulary usage is considered an aspect of the *quality* of the response.

- **Language Control:** Comprehension and use of phonological, syntactic, and semantic structure and rules, where *phonological* refers to the rules of the language that control how sounds are produced and that typically affect spoken accent; *syntactic* refers to the rules that govern how word elements are put together into full words (e.g., “serves” from “serve” when used with a third-person subject), or how entire words are assembled into phrases and sentences (e.g., “When did you go?” rather than “When you did go?”); and *semantic* refers to rules that control the appropriate use of words in context (e.g., “It dropped on the floor” rather than “It dropped in the floor.”) How accurate, automatic, and fluent is the student’s language? The more accurate, automatic, and fluent it is, the more likely the listener will comprehend the student’s speech without strain and struggle.

Language control is not defined for Level 1 in the Performance Definitions of the WIDA ELP Standards; it is difficult to describe fluency when dealing with one-word responses. At Level 2, it appears as “phonological, syntactic, or semantic errors that often impede the meaning of the communication.” As students acquire more English language, language control improves so that at Level 4 it appears as “minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication” and at Level 5 as “approaching comparability to that of English proficient peers.” Language control is an aspect of the *quality* of the student’s speech.

In a normal dialogue, a speaker may ask a listener a question. The listener then exchanges roles with the speaker and responds to the question. The original speaker expects that his or her question will get some kind of response, which can be described in terms of each of the three criteria above. That is, he or she might expect that the answer will be short, contain only simple vocabulary, and will not violate any linguistic rules. Of course, if the response is very short, it will be difficult for it to display many rules of the language, so even a low proficiency responder may be able to demonstrate enough proficiency to give a satisfactory response to the questioner. If so, then we would say the responder meets the questioner’s expectations for the response.

In the WIDA Speaking Test Scoring Scale (see page 42), expectations for the student’s responses are established for each of the three criteria. The basic scoring rule requires that the student’s response must meet the expectations for *all three* criteria. If the response only meets one or two of the three criteria, the response will be scored as *approaching* expectations. If none of the three criteria is met, then the response is scored as *no response*. Notice, too, that a response can *exceed* expectations. In this case, the response meets all three criteria, but goes beyond what we would expect in one, two, or three of the criteria.

Note that the expectations are specified in terms of meeting both *quantity* and *quality* requirements for each of the three criteria. For instance, in terms of the technical vocabulary criterion, we would expect for a question with high proficiency expectations that the student response show more than one instance of technical vocabulary and that the vocabulary used be appropriate to the context. When comparing the two responses – “George Washington expected that the Declaration of Independence would change the way the new states would govern their populations,” and “George Washington knew that states would do things different. The people would change” – we see in the first response an appropriate quantity and quality of technical vocabulary for meeting expectations at a high proficiency level. The second response, even though perfectly comprehensible, lacks evidence of technical vocabulary sufficient to meet anything above mid-proficiency level expectations.

Speaking Test Scoring Scale	
Exceeds	Exceeds task level expectations in <i>quantity</i> and/or <i>quality</i>
Meets	Meets task level expectations in <i>quantity</i> and <i>quality</i>
Approaches	Approaches task level expectations, but falls short in <i>quantity</i> and/or <i>quality</i>
No Response	No response; response incomprehensible; response in native language; student unable to understand task directions

The full set of expectations at each of the five WIDA proficiency levels and for each of the three criteria is contained in the *Speaking Rubric of the WIDA Consortium*, which is shown in the following table. You should study the rubric carefully and thoroughly so that you clearly understand each of the requirements for speech demonstrating proficiency at each of the different levels.

Training on the rubric is best done by listening to the speech samples available on the online training course (www.wida.us) or in a face-to-face training arranged by your ACCESS for ELLs® testing coordinator. Each sample presents a task targeted at a particular proficiency level. As you listen to the task and to the students' responses, study the *row* of the chart that describes the expectations for this task and "hear" and evaluate the responses against the descriptions. You can also check the rationales provided for each sample to better understand how a "master rater" assigned a particular score.

Figure 5: Speaking Rubric of the WIDA Consortium

Speaking Rubric of the WIDA™ Consortium			
Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases, or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Beginning	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic, or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic, or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying Linguistic Complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic, or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of sentence lengths of varying Linguistic Complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make

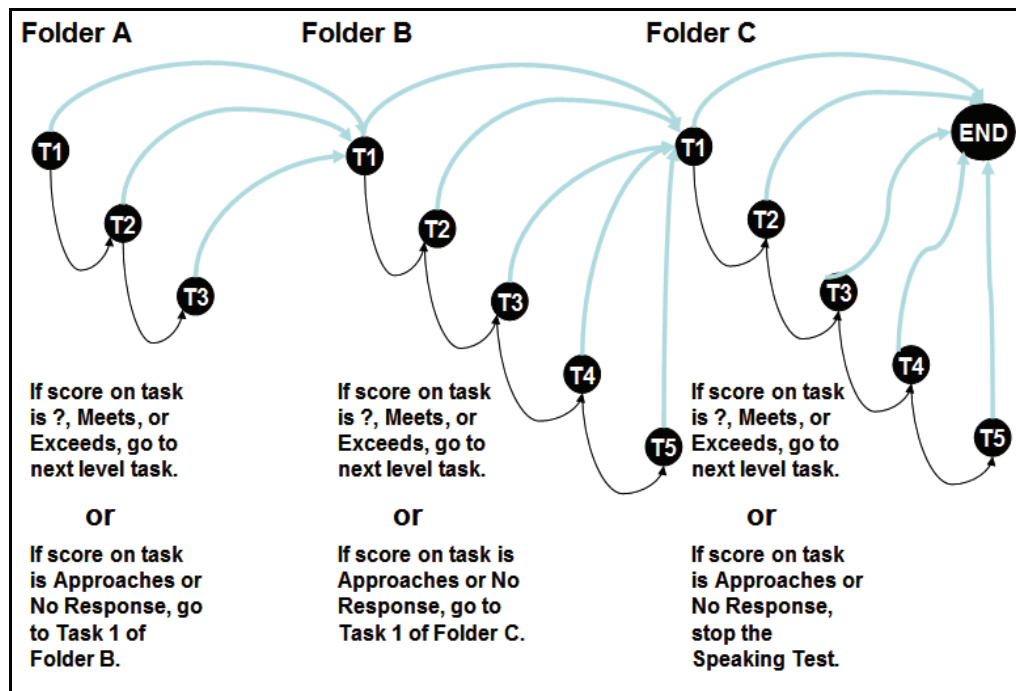
How to Navigate the Speaking Test

After the Warm-up, begin the Speaking Test by administering the Part A Task 1 (T1) Question 1 (Q1). Remember that the number following the “T” indicates the expectation level of the question as outlined in the rubric. For Task 1 (T1), then, you would focus on the Level 1 row of the rubric. If the student’s response *meets* the proficiency level 1 expectations of this task, then administer Task 2 (T2), which sets up expectations for proficiency level 2. For T2, of course, you would focus on the second row, Level 2, of the rubric.

In general, if a student’s response does not meet expectations on any task of a part of the test, you should discontinue that part and move to the next part of the test. If you are already at the last part, you should end the test. For example, if you are administering task 2 (T2) in part B and the student’s response does not meet the expectations for a level 2 task, do not administer T3 in that part, but go to task 1 (T1) in part C.

Figure 6 shows the possible routes you can take through the thirteen questions in order to get to the end of the test.

Figure 6: Navigating the Speaking Test



If a task has several main questions, only *one* need be answered appropriately to *meet* expectations, provided that one answer demonstrates the expected *quantity* and *quality* of language. You must, however, ask all questions in the task, except those marked as “If necessary.” Administer the “If necessary” questions only if there is some uncertainty about the rating up to that point. In some of the high level tasks, particularly at Levels 4 and 5, some of the initial questions are lead-in questions. The purpose of these questions is to establish a context for the *main* question, which might be the last one in the task series. Make sure that your ratings on these tasks are based only on the main question, not the lead-ins.

The answers to all questions in a task are evaluated together *holistically* when making a judgment about the student’s performance on a given task. This judgment then determines which task is administered next,

according to the previous model. Another way of saying this is that you do not give individual scores for each of the criteria. You synthesize instead a global picture of the response and assign it a single score.

To end the test, turn to the Wind-down section in the script and carry out the instructions there. It is important that students leave the test feeling positive about their test-taking experience. Therefore, if a student ends the test unable to respond to a difficult task, you may decide to ask him/her a less challenging question related to the task but that is not scripted or scored. For example, if the student cannot explain the phenomenon of day vs. night in terms of the sun and planetary movements, you will end that part of the test but may ask the student if he/she likes the daytime or the night time better. In this way, you help the student feel a bit more successful about his or her test-taking experience. When rehearsing the script for the Speaking Test, test administrators should think about how they might phrase such questions.

Further Information on Task Level Expectations

In order to administer and score the ACCESS for ELLs® Speaking Test, it is crucial to gain a thorough understanding of the Performance Definitions for each of the proficiency levels and to internalize the *Speaking Rubric of the WIDA Consortium*. Remember that each task on the ACCESS for ELLs® Speaking Test is targeted to *one* of the first five proficiency levels on the WIDA scale, and that the questions asked during that task set up for students an opportunity to produce a speech sample that meets the expectations of the level. To better understand how the task demands themselves are related to the response, study the following list of level expectations, which describes how questions aimed at different levels are framed.

Expectations at Level 1: Entering

Tasks on the Speaking Test targeted at Level 1 generally require students to “identify,” “give examples,” or respond to simple *WH*-questions. Tasks elicit performances that are *reactive*, in the sense that students respond directly to questions typically tied into a visual stimulus. There is little requirement for students to give open-ended or even slightly extended responses.

Expectations at Level 2: Beginning

Tasks on the Speaking Test targeted at Level 2 generally require students to “describe,” “tell,” “restate,” “give examples,” or ask and respond to questions regarding preferences. Tasks at this level are generally *display* questions (students are asked to provide information that is given in the pictures), though some allow for students to draw on information from personal experience. Tasks require students to give short open-ended responses that are generally longer than one word.

Expectations at Level 3: Developing

Tasks on the Speaking Test targeted at Level 3 generally require students to “describe,” “give examples,” “compare/contrast,” or ask *WH*-questions. Tasks require students to draw information from visual stimuli or personal experience. Tasks at this level are open-ended and generally require one or two sentences in response. Single words or disjointed phrases are not adequate to perform Level 3 tasks completely.

Expectations at Level 4: Expanding

Tasks on the Speaking Test targeted at Level 4 generally require students to “explain,” “discuss,” “predict,” or ask and respond to questions. Tasks generally elicit performances for which the basic information may be provided in a visual stimulus, though the task requires students to move beyond the

picture. Tasks at this level require the student to provide extended oral responses that show evidence of cohesion needed for the listener to understand the structure of the response.

Expectations at Level 5: Bridging

Tasks on the Speaking Test targeted at Level 5 generally require students to “explain,” “analyze,” “justify,” or create impromptu speeches. Tasks elicit performances that move beyond visual stimuli and are typically tied to grade-level material. Tasks at this level require students to provide extended oral responses of more than one paragraph, where each paragraph is well formed internally and where successive paragraphs are conjoined appropriately. In addition, the responses must exhibit a high degree of fluency.

Matched Tasks and Responses by Level

In the following contrived example, prototype tasks and responses are organized by proficiency level to show how complexity increases from one level to the next.

Level 1	Level 2	Level 3	Level 4	Level 5
What's your name?	Please tell me your first and last name.	I notice that you wrote Switkowski on your application. Why is that?	Switkowski, that's a unique name, isn't it? Can you tell me something about it?	They say that English speakers have trouble pronouncing Polish names. How was it for you growing up with a hard to pronounce name like that?
Julie	My first name is Julie and my last name is Smith.	My married name is Smith, but my maiden name is Switkowski. I thought they wanted my maiden name on the application.	Yes, it's a Polish name. My great grandparents came from Poland around 1900 and they never changed it. I'm not really sure what it means, but I think in Polish it has something to do with the dawn or with light.	Well I was a little sensitive about my name in school, where almost everyone else had a much easier, more American sounding name. Or so I thought at the time. I do remember a few occasions when somebody would giggle about how they thought it was a real mouthful. But overall I'm really proud of my name, even though I have to always spell it when someone asks.
Single words	Short phrases or sentences	Simple conjoined sentences with descriptors and some use of sentence cohesion	Extended discourse showing topic development, cohesion, and specialized vocabulary	Extended discourse developing multiple related and connected topics and use of advanced vocabulary

Notice how in this set of examples, the questions themselves act as prompts to determine the extent and kind of language the interviewer expects. This is what is meant by the question being targeted at a specific proficiency level. The volume, organization, and complexity of the responses themselves increase with the demands of the question. You will also notice that the questions form part of an extended interview. The Speaking Test uses a similar strategy to link and bind questions at different levels using the context of a single content-based theme.

In-Depth Explanation of Ratings

After each task, you make a qualitative judgment about the student's performance on that task.

NOTE: ACCESS for ELLs® test administrators do not give quantitative scores on the WIDA scale about a student's speaking performance in grades 1-12. Instead, they assign the qualitative ratings discussed below. Numeric scores on the test are assigned by MetriTech.

Qualitative judgments consist of the following possible ratings: ***Exceeds, Meets, Approaches, No Response***. Student performances on speaking tasks are scored on a common scoring scale. The scoring scale relates to how well student responses demonstrate meeting the corresponding task level expectations. When applying the Speaking Test Scoring Scale, be sure to keep in mind the following general task level expectations.

When you train yourself on the scale, you are aiming at *calibrating* your rating with the ratings an expert rater would give. Calibration is a term, then, that implies consistency and reliability in rating. Further implications are that, as a calibrated rater, you would always rate the same sample in the same way and that your successive ratings would not show any tendency to *drift*. Drift occurs when ratings of later samples are influenced by ratings of earlier samples. For example, if many of your early samples barely approach expectations, you might begin to lower your expectations of the *Meets* level. In short, calibration means you have a sure and unwavering understanding of what a Level 1 performance means versus a Level 2, and so on.

Exceeds

A performance meriting a score of *Exceeds* clearly exceeds the performance expectations of the task level. It will show evidence of meeting at least some of the task level expectations for tasks at a higher level. For example, a score of *Exceeds* would be assigned to a Level 1 task when a student's response meets at least some of the expectations for a response to a task at Level 2 or above, as well as meeting *all* of the expectations for Level 1. Evidence for *Exceeds* might show itself in the following kinds of responses.

- The task has presented little language challenge to the student.
- The student meets task expectations with ease and facility; the performance provides clear evidence that it exceeds expectations in *quantity* (i.e., the extent of discourse produced) **and/or** in *quality* (i.e., vocabulary usage and/or control of the language).
- The student gives a performance that leaves no doubt about his or her ability to understand and meet (with a score of *Meets*) or exceed (with a score of *Exceeds*) the expectations of the task at the next higher level.

It is also important to think of the *Exceeds* rating as primarily a calibration tool, allowing you to recognize speech performance that goes beyond the baseline requirements of a particular level. Samples that score *Exceeds* do not earn any extra credit toward the final numeric score the student receives on a test. In other words, a score of *Exceeds* and a score of *Meets* receive the same quantitative score.

Meets

This score is the ***expected*** score for each performance. In other words, when a task is administered to a student, it is expected that the performance on the task will meet (rather than exceed) the task level expectations.

- A performance meriting a score of *Meets* satisfies the performance expectations of the task level, but does not go beyond them. It will lack the ease and facility seen in a performance meriting a score of *Exceeds*.
- Nevertheless, the performance meets the expectations of the task in quantity (i.e., the type of discourse produced) and quality, both in terms of vocabulary usage and control of the language, though this might be at a minimal level.
- The student gives a performance that leaves little doubt that he or she would be able to understand and attempt a response to the task at the next higher level.
- A score of *Meets* on the current task signifies that you should administer the task at the next higher level. The gray area in assigning a score of *Meets* or *Exceeds* is addressed on the following pages.

A native speaker of English is not necessarily expected to score *Exceeds* on every task. A score of *Exceeds* may be expected on Level 1, 2, or 3 tasks which are relatively unchallenging linguistically. However, remember that because a score of *Exceeds* indicates that the task is **too easy** for the student, a native speaker may well only receive a score of *Meets* on tasks at Levels 4 and 5. Recall that both scores of *Meets* and *Exceeds* indicate acceptable levels of performance on the task level expectations. A native speaker would not be expected to receive a score of *Approaches* or *No Response* on any task, although it is possible.

Approaches

A performance meriting a score of *Approaches* fails to meet the performance expectations of the task level in one or more of the rating criteria.

- Although the student provides a response, there is clear evidence that the demands of the task are too challenging for the student's currently available linguistic resources. This challenge may be evidenced by:
 - misunderstanding the task instructions,
 - excessive hesitancy in giving a response,
 - groping for vocabulary and structure,
 - clear vocabulary deficiencies,
 - silently translating the English questions into the native language, or
 - brief answers when more extended responses are expected.
- In light of the task level expectations, the performance is deficient in *quantity* (i.e., the type of discourse produced) **and/or** in *quality* (i.e., vocabulary usage and/or control of the language).
- The student gives a performance providing evidence that he or she could **not** give a response on the task at the next higher level that would merit a score of *Meets* (i.e., that would meet its task level expectations). Thus, the student should be directed to the first task in the module.

Note: it is very rare, though not impossible, for a student to score “Approaches” at T1. By the time the annual ACCESS for ELLs® test is given in the school year, almost every child can say at least some words in English, with the language complexity and control expected at Level 1, as described in the rubric.

No Response

A performance merits a score of *No Response* when:

- there is no response,
- the response is incomprehensible,
- the student has not been able to understand the task,
- the response evokes an “I don’t know,” or
- the performance is not ratable for any other reason (e.g., it was produced in a language other than English).

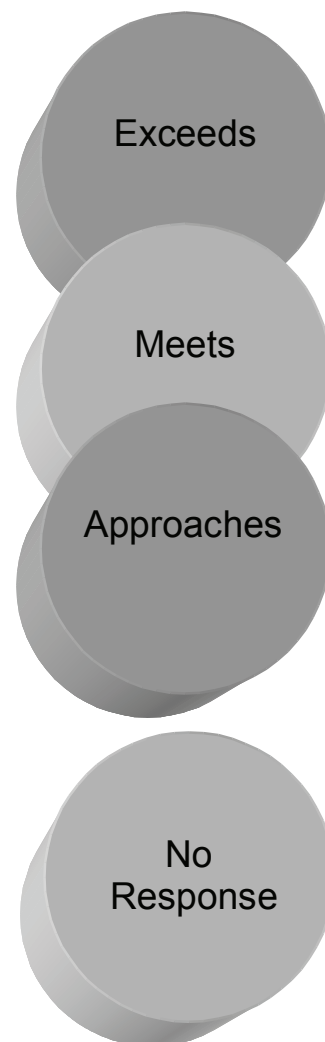
Gray Area Scoring Tips

You should reasonably expect that student performances will sometimes straddle the boundary between two scoring points on the rubric. Student performances arrange themselves on a continuum along the rating scale, and some performances may be harder to unambiguously assign a rating to than others. The training speech samples in the online course and in face-to-face test administrator trainings will give you an opportunity to practice with performances that fall into these gray areas. Below, though, are some tips to help you decide how to make appropriate decisions when faced with performances that do not so clearly show themselves as benchmark examples.

Exceeds or Meets?

Remember that the *expected* performance level is a score of *Meets*, not *Exceeds*. Reserve a score of *Exceeds* for when there is clear indication the task demands are, linguistically speaking, *too easy* for the student. The student’s available linguistic resources are clearly not being challenged by the task and the performance *exceeds* task level expectations. This will most likely be evident on tasks at Levels 1 and 2 for students who are able to respond to tasks at Levels 4 and 5. A score of *Exceeds* would be rarer on tasks at Levels 3, 4, and 5. This is because, in order to simply *meet* task level expectations (or score *Meets*) at those levels, there are already high demands on discourse type, vocabulary usage, and language control.

Since a score of *Meets* is the *expected* score for a performance that meets task level expectations, assign a score of *Meets* unless there is clear evidence that the task was too easy and the performance exceeded task level expectations. If that is the case, assign a score of *Exceeds*. For example, if asked “What is this?” (pointing to a pen), the student responds, “pen,” the response meets expectations. If a student responds, “It’s a ballpoint pen,” the response exceeds expectations.



Meets or Approaches?

At times the student's performance may appear to meet the task level expectations in such a minimal manner that you may be unsure whether to assign a score of *Meets* or a score of *Approaches*. **If in doubt between a score of *Meets* or *Approaches*, you can mark in the center column below the question mark (?) on the score sheet and administer the next task.**

If after you've marked the question-mark column for a particular task, the student gives a performance that meets the task level expectations on the task at the next (higher) level, you should: assign that task a score of *Meets*; go back and assign the task previously scored a question mark a score of *Meets*; erase the X under the question mark (though it won't affect the score if you leave it there). If the student gives a performance that very clearly fails to meet the task level expectations on the next task, it is most likely that the performance was also deficient on the previous task. Assign the current task a score of *Approaches* or *No Response* as appropriate; go back and assign the task in question a score of *Approaches*; and erase the mark under the question mark.

Approaches or No Response?

A performance meriting a *No Response* should raise no questions; that is, it should be much less likely to confuse *Approaches* and *No Response*, because there is essentially no overlap between these two ratings. A *No Response* rating indicates that the student has basically no functional ability in oral English. Usually, he or she will not be able to understand the task directions clearly, or his or her acquisition of English is so minimal at this point that his or her linguistic resources are over-stretched. A score of *No Response* should also be assigned to performances using "I don't know," or performances given in a language other than English. Note that if a student does offer a response in a language other than English, you can prompt him or her by saying, "Can you say that in English?" If the student still cannot provide a response in English, assign a score of *No Response*.

A performance meriting a score of *Approaches* indicates that the student has acquired enough English to at least partially understand the task directions and make an attempt at a response. In other words, though understanding may not be complete, his or her linguistic resources are sufficient to demonstrate an attempt at an appropriate, comprehensible response. This means that if there is any evidence in the performance that the student has responded to the task in a comprehensible and appropriate manner, the response merits a score of *Approaches*, even though it may fall far short of meeting the task level expectations.

Not Administered

In order to process a student's score report correctly, it is necessary that you provide a score for every task. If a task is not administered, mark the column that says *Not Administered*. **Make sure that there are no tasks for which a box is not marked.**

Sample Speaking Test Tasks

In the sample test items below, you see examples of the Social and Instructional Language part of the Speaking Test for grade cluster 3–5:

- **Figure 7** shows a Level 1 task where the Performance Indicator (PI) is "Respond to *WH*-questions,"
- **Figure 8** shows a Level 2 task with an MPI of "Ask and respond to questions," and
- **Figure 9** shows a Level 3 task with a MPI of "Exchange personal information."

Examine these tasks in the light of the previous discussion to clearly understand the expectations associated with the questions in each part. The training samples on the online course and CD will give you many other opportunities to develop your skills in becoming an accurate rater.

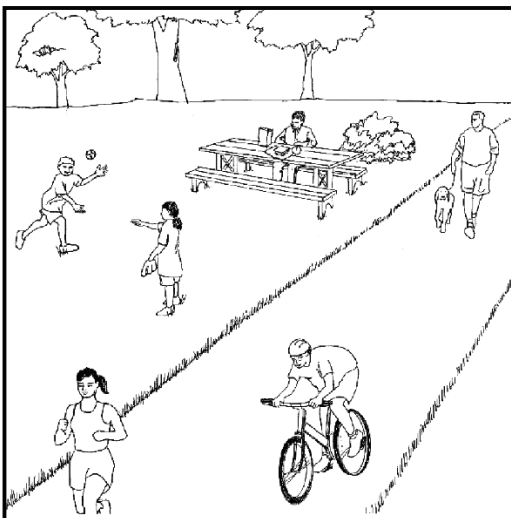
	<p>First let's talk about things people do outside. This is a picture of people in a park. I'm going to ask you some questions about this picture.</p> <p>Q1: (Point to TREE) What is this?</p> <p>Q2: (Point to BALL) What is this?</p> <p>Q3: (Point to DOG) What is this?</p> <p>Q4: (If necessary) What else do you see in this picture? (OR) What other things do you see in this picture?</p>
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Figure 7: Sample Speaking Task: SI, 3–5, Level 1; MPI: Respond to *WH*-questions

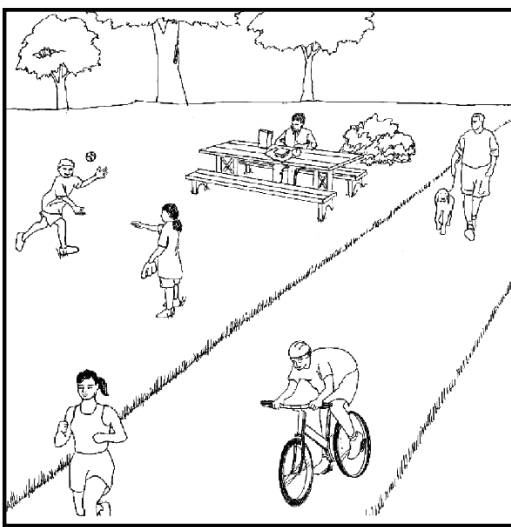
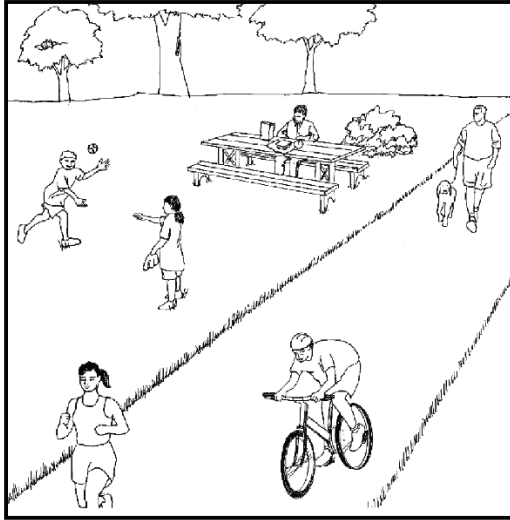
	<p>Now listen carefully. I've just asked you some questions about this picture. Now I want <u>you</u> to ask <u>me</u> some questions about it. (OR) Pretend you are the teacher and want to ask me some questions about this picture. For example, you could ask me, "Where are the people?" OK?</p> <p>Q1: (Point to BOY ON BIKE) What do you want to know about him? (OR) Ask me a question about him.</p> <p>Q2: (Point to PICNIC TABLE) What do you want to know about this? (OR) Ask me a question about this.</p> <p>Q3: What other things do you want to know about this picture? (OR) What's another question you can ask me about (anything in) this picture? (Answer student's question.)</p>
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Figure 8: Sample Speaking Task: SI, 3–5, Level 2; MPI: Ask and respond to questions



Now let me tell you something about these students. (Point to CHILDREN PLAYING CATCH) Their names are Alex and Leticia. They like to play catch.

Q1: Do you like to play catch?

Q2: (If “Yes”) What else do you like to do?

Q3: (If “No”) What do you like to do?

**Q4: What do you like about
? (OR) Tell me more.**

Figure 9: Sample Speaking Task: SI, 3–5, Level 3; MPI: Exchange personal information

For additional information on the Speaking Test, refer to the online *ACCESS for ELLs*® Test Administration Training course at www.wida.us.

Appendix: Glossary of Terms

Linguistic complexity—the quantity of language and level of organization in a student’s oral or written response. Terms related to linguistic complexity include:

- **Cohesion**—oral or written language that through adjectival and phrasal modifiers (e.g., “the *broken down car in the driveway*”) and/or relative clauses (e.g., “the man *who came to dinner*”), adds clarity and detail to an oral or written response. The lack of cohesion will make extended discourse sound choppy and disconnected.
- **Simple sentence**—a sentence that consists of a simple subject and predicate only (e.g., “John came home. The dog barked. He was happy.”)
- **Expanded sentence**—a sentence that is developed beyond a simple sentence through dependent or independent clauses. (e.g., “A year is the time *that it takes for the earth to go around the sun.*”)
- **Phrase/chunk (of simple language)**—words grouped together appropriately that, in themselves, do not form a complete sentence.
- **Copied text**—written text that is reproduced exactly from the model provided in the test question.
- **Adapted text**—written text that is based directly on the model provided in the test question, but which shows appropriate changes reflecting the student’s own perspective and thinking.
- **Original text**—written text that is produced using the student’s own words; original text is not copied or adapted from a model.

Vocabulary usage—how well the student uses the appropriate vocabulary to express his or her meaning in the oral or written response. Terms related to vocabulary usage include:

- **High frequency vocabulary**—vocabulary that is very commonly used in written and oral language for the student’s grade level.
- **General language**—relatively high frequency words that often have very generic meanings and usage within a content area. For example: the word *rain*, rather than *showers*; or *chair*, rather than *stool*.
- **Specific language**—vocabulary that is more refined, precise, and appropriate in context and that is generally less high frequency than general language. For example: the word *regulations* instead of *rules*, in an appropriate context. A lack of specific language is evident when a higher frequency vocabulary word is used where a more specific word would be appropriate in context. This may often lead to a sense of imprecision in the communication or may lead to the child using more words than necessary to make a point.
- **Technical language**—specific terminology associated with the content area, its concepts and topics, used appropriately in the context. Such words may appear scientific or sophisticated. Examples might include the word *settlement* to describe a colonial village or *mitosis* to describe cell division or *equation* to describe a mathematical operation.

- **Language control**—how well the student demonstrates control of oral or written language to convey meaning. Grammar (syntax), appropriate use of function words, and phonetic control are all intended. Good language control gives the impression of accuracy and comprehensibility. Lack of language control shows as errors in speech or writing that generally impede comprehensibility or gives the impression of a lack of fluency.
- **Comprehensible**—generally intelligible; oral or written language is easily understood. Comprehensibility is considered an element of language control.
- **English proficient peer**—a student in the same age group who was formerly or never classified as an English language learner. This may be a child who has exited ELL services or who is a monolingual English speaker. English proficient peers serve as the control or basis for comparison of the language of ELLs.
- **Mechanical errors**—misspellings and other slips in written response.
- **Phonological errors**—inaccuracies in pronunciation of sounds or words, perhaps due to first language interference or to incorrectly generalizing written language to speech.
- **Word usage errors**—vocabulary inaccuracies, particularly in use of function words (e.g., “*Maria went to store.*”) or use of word agreement (e.g., “*The dog hungry. He eat the big bone.*”)
- **Syntactic errors**—structural inaccuracies in oral or written language, involving sentence structure and word order (e.g. “*Billy came too late home.*” or “*I like play basketball.*”)

Questions or Concerns

If you have any questions or concerns about the *ACCESS for ELLs*® test or test administration procedures, please contact the WIDA Help Desk toll free at 1-866-276-7735 or help@wida.us.

